**Agenda**

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### Committee of the Whole Meeting

**Date:** April 11, 2016  
**Time:** 6:00 p.m.  
*Committee of the Whole In Camera, if necessary, will precede or follow the Board Meeting, as appropriate.*  
**Location:** Board Room, Catholic Education Centre, 35 Weber Street, Kitchener

**Attendees:**  
**Board of Trustees:** Joyce Anderson, Bill Conway, Manuel da Silva (Chair), Amy Fee, Frank Johnson, Wendy Price, Greg Reitzel, Brian Schmalz, Melanie Van Alphen  
**Student Representatives:** Karen Hakim, Sebastian Monsalve  
**Senior Administration:** Loretta Notten, Gerry Clifford, Jason Connolly, Derek Haime, David DeSantis, John Klein, Shesh Maharaj, Laura Shoemaker  
**Special Resource:** John Shewchuk.  
**Recording Secretary:** Barb Pilsner

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## CLOSING PRAYER

O Risen Lord, you have entrusted us with the responsibility to help form a new generation of disciples and apostles through the gift of our Catholic schools.

As disciples of Christ, may we educate and nurture hope in all learners to realize their full potential to transform God’s world.

May our Catholic schools truly be at the heart of the community, fostering success for each by providing a place for all.

May we and all whom we lead be discerning believers formed in the Catholic faith community; effective communicators; reflective and creative thinkers; self-directed, responsible, life-long learners; collaborative contributors; caring family members; and responsible citizens.

Grant us the wisdom of your Spirit so that we might always be faithful to our responsibilities. We make this prayer through Christ our Lord.

Amen

Rev. Charlie Fedy, CR and the Board of Trustees, 2010
Date: April 11, 2016
To: Board of Trustees
From: Director of Education
Subject: Education Development Charges – Confirmation of Meeting Dates

Type of Report: ☑ Decision-Making
☐ Monitoring
☐ Incidental Information concerning day-to-day operations

Type of Information: ☑ Information for Board of Trustees Decision-Making
☐ Monitoring Information of Board Policy XX XXX
☐ Information only of day-to-day operational matters delegated to the CEO

Origin: (cite Education Act and/or Board Policy or other legislation)
A report was brought to Trustees on March 21, 2016 outlining a need to change previously scheduled dates relating to the update of the Board’s Education Development Charges (EDC) by-law. This report provides a confirmation of the new dates.

Policy Statement and/or Education Act/other Legislation citation:
Executive Limitation IV 008, “Financial Conditions and Activities”…“the CEO shall not: 9) Acquire, encumber or dispose of real property”

Executive Limitation IV 010, “Facilities/Accommodation”…“the CEO shall not: 3) Fail to explore available financing options and public sector partnerships.”

Ontario Regulation 20/98 (Education Development Charges)

Alignment to the MYSP:
Our decisions, actions and stewardship of resources are evidence-based and responsive. To commit to evidence based, responsive, timely and professionally executed planning and gap analysis in all budgetary decisions.”

Background/Comments:
Dates for EDC meetings have been scheduled as follows:

April 25, 2016 – CEC - 5:00 p.m. – Two public meetings will be held as required under the Education Act. The second meeting will immediately follow the first. The purpose of the first meeting will be to review current EDC policies of the Board and to solicit public input. The purpose of the second meeting will be to review the successor By-Law to be passed by the Board, to inform the public generally about the EDC proposal, and to solicit public input. The public will have an opportunity to delegate directly to the Board. The Board’s consultant and legal representative will be available to answer questions of the Board.
May 16, 2016 – Region of Waterloo Headquarters – 7:30 p.m. – A joint meeting with the Waterloo Region District School Board will be held to further consider the proposed EDC by-law and to provide another opportunity for public delegations. The Board of Trustees is scheduled to make a final decision on the proposed EDC By-Law.

If the proposed EDC by-law is approved, collections under the by-law will begin effective June 1, 2016.

**Recommendation:**

This report is being provided for information only.

**Prepared/Reviewed By:** Loretta Notten  
Director of Education

Shesh Maharaj  
Superintendent of Corporate Services

Lindsay Ford  
Manager of Planning

*Bylaw 5.2 “where the Board of Trustees receives from the Director of Education a monitoring report that flows from a responsibility delegated to the Director under Board Policy – except where approval is required by the Board of Trustees on a matter delegated by policy to the Board – the minutes of the Meeting at which the Report is received shall expressly provide that the Board has received and approved of the Report as an action consistent with the authority delegated to the Director, subject in all instances to what otherwise actually occurred.”*
A public meeting of the Committee of the Whole was held Monday, March 7, 2016 at Waterloo Region Catholic Education Centre, Kitchener

**Trustees Present:**
Joyce Anderson; Bill Conway; Manuel da Silva (Chair); *Amy Fee; Brian Schmalz; Melanie Van Alphen
*attended by teleconference

**Student Trustees Present:**
Sebastian Monsalve

**Administrative Officials Present:**
Loretta Notten; Gerry Clifford; Jason Connolly; David DeSantis; Derek Haime; John Klein; Shesh Maharaj; Laura Shoemaker

**Special Resources For The Meeting:**
Lindsay Ford

**Regrets:**
Frank Johnson; Wendy Price; Greg Reitzel; Karen Hakim; John Shewchuk

**Absent:**

**Recorder:**
Barb Pilsner, Executive Administrative Assistant

**NOTE ON VOTING:** Under Board by-law 5.7 all Board decisions made by consensus are deemed the equivalent of a unanimous vote. A consensus decision is therefore deemed to be a vote of 9-0. Under Board by-law 5.11 every Trustee “shall vote on all questions on which the Trustee is entitled to vote” and abstentions are not permitted.

### 1. Call to Order:
The Chair called the meeting to order at 6:16 p.m.

1.1 **Opening Prayer & Memorials**
The opening prayer was led by B. Schmalz, Pastoral Team. Intentions were offered to keep Frank Johnson and Luka Sikic, a student in prayer.

1.2 **Approval of Agenda**
Remove Item 7.1 OSTA/AECO Board Council Meeting Feb 18-21, 2016; add Items 8.2 International Women’s Day Celebration, 8.3 Report on Refugees and 8.4 Committee Reports. Item 6 will follow Item 8.4

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*It was moved by M. Van Alphen and seconded by J. Anderson:*

**THAT the agenda for March 7, 2016 as amended be now approved. --- Carried by consensus.***

1.3 **Declaration of Pecuniary Interest**
1.3.1 From the current meeting – NIL
1.3.2 From a previous public or in-camera meeting – NIL

### 2. Consent Agenda: Director of Education (e.g. day-to-day operational matters from the Ministry of Education that the board is required to do)
3. Consent Agenda: Board of Trustees (Minutes of meetings)

   3.1 Approval of Minutes of Regular and Special Meetings
      3.1.1 Minutes of Committee of the Whole meeting of February 8, 2016
      2016-39 -- It was moved by B. Conway and seconded by B. Schmalz: THAT the Consent Agenda Board of Trustees and the recommendations contained therein be now approved. --- Carried by consensus

4. Delegations

5. Advice From the CEO

   5.1 2016 Long Term Accommodation Plan
   L. Ford advised the Long Term Accommodation Plan is a comprehensive forecast for school accommodation (including land purchases, new school construction, additions, boundary reviews, closure reviews, etc.) and to provide direction related to accommodation and capital expenditures. The plan is updated annually.

   5.2 WSIB Liability
   J. Connolly prepared a report as a result of the request for use of reserves. Using the last five years of Information the chart shows the types of injuries contributing to the WSIB liability. He reviewed the counter measures utilized to address the causes of injury.

   5.3 Community Partner Invitations
   L. Notten recently received an invitation from Ministry of Education for the director and senior team to attend a two day session April 26 and 27 related to the Ministry of Education priorities for the upcoming year and the GSN grants. The Beacons of Hope breakfast previously scheduled for Apr 27 has been rebooked to May 5th.

   Moved to Item 8 Board Education

6. Ownership Linkage (Communication with the External Environment)

   Trustees met as separate groups for Linkages and Pastoral Care.

   6.1 Linkages Activity
   A. Fee advised for invitations for the Community Partners have been sent. J. Shewchuk prepared the certificates. Invitations for the Community leaders’ breakfast have also been sent. Letters of appreciation have been sent to Fr. King and Fr. Hughes on their appointment as Missionaries of Mercy and to the Waterloo Region Catholic Schools Foundation for the Catholic Education in Cambridge event.

   6.2 Pastoral Care Team
   B. Schmalz advised the team is interested in arranging an evening for trustees and senior staff to view the Francis Effect video.

7. Reports From Board Committees/Task Forces

8. Board Education (at the request of the Board)

   8.1 Ministry of Education Workshop, Feb 9, 2016
   M. da Silva, J. Anderson and L. Notten attended the Ministry of Education workshop with a focus on governance and at look at what successful boards are doing. Communication is a key to making a board run successfully.

   8.2 International Women’s Day Celebration
   M. da Silva and B. Conway attended the event in Cambridge on March 5th. B. Conway advised of the good statistics presented showing the struggle a woman has for equality.

   8.3 Report on Refugees
   M. da Silva attended a meeting organized by the Region on the Syrian refugees. Several hundred in Cambridge are still in need of affordable housing as well as other needs.
8.4 Committee Reports
M. da Silva advised A. Fee brought a report to SEAC briefing them on items from the previous board meeting.
L. Shoemaker advised keeping both SEAC and the trustees informed and keeping the lines of communication open is important

Moved to Item 6 Ownership Linkage.

9. Policy Discussion

10. Assurance of Successful Board Performance

11. Assurance of Successful Director of Education Performance

12. Potential Agenda Items

13. Announcements

14. Items for the Next Meeting Agenda/Pending Items
14.1 Items for the Next Meeting Agenda

14.2 Pending Items

15. Adjournment – Confirm decisions made tonight. Closing Prayer

The Recording Secretary confirmed the meeting decisions.

16. Closing Prayer

17. Motion to Adjourn

2016-40-- It was moved by B. Schmalz and seconded by B. Conway:
THAT the meeting be now adjourned.
The meeting was adjourned by consensus at 7.55 p.m.

______________________________  ________________________________
Chair of the Board  Secretary
My name is Christine Goodeve, I am a parent in the Chicopee area and my family will potentially be impacted by the boundary review of Saint John Paul.

I have two sons. My youngest son is starting JK at SJP in September. My oldest son, Myles is in SK and is autistic. He greatly depends on the services at Saint John Paul to be successful. These include not only the great staff and principal, but also the facilities that a new school brings such as bathrooms in the primary classrooms, open and natural light, special education facilities, and also the daycare attached to the SJP which provides us support for after school care which we would not be able to receive through the school board’s before/after program. It took over a year and a half for Myles to settle into the school program given his rigidity, sensory disorder and the time it took for the staff to learn how to best work with his needs. A move to another school would be a substantial impact to my family. Currently my son is on the bus for 6 minutes each morning. If Chicopee is moved to St. Daniel’s my boys will be bused past a perfectly good school, over 20 minutes away to St. Daniel’s. St. Daniels’ starts almost an hour later than SJP which would require before school care that we currently do not require. This is an added cost to our family, as well as an additional transition my autistic child will have to make in what is already a challenging day.

I attended all of the BRC meetings and parent consultations.

1. I see fundamental flaws in the BRC’s recommendation. Too much focus was spent on maintaining status quo and their recommendation does not go far enough to address the problem. I don’t see their recommendation being a viable option to address the population growth at SJP.

2. I also see flaws in the school board’s recommendation as well. Having the Chicopee kids in grade 4 and up go to SJP and younger kids go to St. Daniel’s splits up the Chicopee community. Friends will be attending one school, while others going to another. The cost of having two sets of buses going through the same neighbourhood for 3 years doesn’t make sense to me. It is illogical and a waste of money.

3. I would like to propose a 3rd option for consideration to the trustees. There is a section of the current SJP boundary that falls within the walking
boundary of St. Daniel’s, but is being bused to SJP. Busing students who could otherwise be walking doesn’t make financial, or physical sense. The cost of a full bus of students for a year is approximately $40,000. Given the push to encourage increased physical activity to combat the growing obesity epidemic in children, I am surprised that the school board supports bussing students who could otherwise be walking to school.

4. The planners stated that they require 27 students to move to St. Daniels to prevent SJP from being over capacity and adding additional portables. Yet, when asked by the BRC were unable to provide exact numbers of how many students reside within the walking boundary for St. Daniels that are being bused to SJP. I would propose that trustees ask for this information and consider moving those walking students to St. Daniel’s.

5. As well, the public school board is building a new school at the corner of Fairway and Lackner, which is scheduled to open in 2 years and is right around the corner from SJP. I believe that this will have a greater impact on the population at SJP in the future given that a vast number of student at SJP are only attending because there is no public school in that area and students are being bused to other schools farther away. This is no secret within our community.

6. In conclusion, I would propose that the trustees consider the following as a 3rd option:
   a. Move those students currently attending SJP that reside within the walking boundary of St. Daniel’s effective September 2017.
   b. Schedule a future boundary review of SJP in 2-3 years once the new public school has been opened and better analysis is available for how many students within the SJP boundary decide to move to the new school. It is possible that at that point the perceived constrains on SJP will no longer exist, or if they do a new review could address those concerns.

I would like to thank the committee for your time. This decision impacts a small, but significant population of the Catholic school board’s students and I appreciate your consideration tonight.
Good evening.

I am speaking today to express my deep concern and frustration with the entire process for the boundary review. I am pleading with you to make the right decisions to keep not only our community together, but more importantly our neighborhood. The implications of separation would be devastating to all.

My daughter began her school career at another school on a sour note. From the beginning we received complaints about her "extreme energy" and "behavior" issues. Suggestions were made to medicate and diagnose her with some disorder. This was very concerning and took a toll on our family.

Then we made the decision to switch to Saint John Paul and it was truly God sent. Immediately, there was a significant improvement in our daughter's attitude and performance. Her teachers have been amazingly patient, caring, and compassionate. She has excelled in all areas and continues to improve every day! Never has there been a suggestion that something is wrong. She is now grade three and is a wonderful well adjusted bright student.

The grandfathering proposals for Chicopee which were only added a few weeks ago as an option even further upsets me. We need everyone involved with making these decisions to understand the importance of community and family, especially when you have little children.

I cannot fathom a boundary review that recommends our family tear its children from their home at Saint John Paul and then even further isolate them within their own neighborhoods because they are grades JK to 3.

Does anybody have suggestions as to how we might explain to our children that they are no longer welcome at Saint John Paul however, the child next door is?
Or how to explain to a child why they have been rejected from their home of 3 years, but any new students recent to the neighbourhood are accepted lovingly?

If this grandfathering proposal is accepted, the loving mother in my neighborhood who sees my children safely off of the bus in the afternoons will no longer be available. Her daughter, who is very close with my daughter, would remain at SJP while our daughter is sent away. What a terrible rejection. Of the four families on my street, my children would be the only ones sent to a different school with a different time. My children would be forced to get off the bus alone.

In case some have forgotten raising children isn't easy. When you take away the support that families have in their naibourhoods, you take away everything they have worked so hard to achieve. This causes the feelings of isolation, extreme anxiety, frustration and financial hardships.

Please understand that parents make great sacrifices in their careers to accommodate their children and their school start and end times. Finding Childcare is hard especially if you don’t work a monday to friday 9-5 job. By changing their school, their start time changes by an hour which then requires us to find childcare. The cost of this impacts my family immensely as we, like most families today struggle to make ends meet. Morning childcare for 2 children is roughly $600/month, and that is if we could find someone to watch them in the mornings.

Please consider the negative impact this would have on the families affected and above all else the impact on the children When a family is torn apart, every member loses something extremely valuable to them. The connection that becomes severed can take an entire lifetime to overcome. The children are the ones most affected and you all have the power to prevent this from happening.

Thank you.
Rachel Stahlbaum and Family
Date: April 6, 2016
To: Board of Trustees
From: Director of Education
Subject: APH 020 Service Dogs

Type of Report: □ Decision-Making
□ Monitoring
□ Incidental Information concerning day-to-day operations

Type of Information: □ Information for Board of Trustees Decision-Making
□ Monitoring Information of Board Policy XX XXX
☒ Information only of day-to-day operational matters delegated to the CEO

Origin: (cite Education Act and/or Board Policy or other legislation)
Update to APH 020 (Use of Guide Dogs 2009) to APH 020 Service Dogs (2016)
Accessibility for Ontarians with Disabilities Act, 2006 (AODA)

Policy Statement and/or Education Act/other Legislation citation:
- Policy 1001 Ends

Alignment to the MYSP:
Student Engagement, Innovation and Achievement, Students are achieving at their highest potential in a 21st century world.

Background/Comments:
1. The purpose of this updated policy is to ensure ongoing efficient and effective adherence to the Accessibility for Ontarians with Disabilities Act, 2006 (AODA). Whereas the previous policy provided a sound process, it explicitly explored only “guide dogs”. This updated policy recognizes three categories of trained certified service dogs used to accommodate the special needs of some students. These include:
   a) Guide Dogs: for persons who are usually visually impaired (blind/low vision);
   b) Hearing Dogs: for person who are hearing impaired (deaf/hard-of-hearing);
   c) Service Dogs: for persons with disabilities (students using wheelchairs, students with Autism, students with Multiple Sclerosis or seizure disorder).

2. This updated policy is a consolidation of provincial legislation, Ministry of Education legislation, review of other school board service dog policies across the province, as well as consultation with the Ministry of Education London Office. It attempts to create clearer guidelines with respect to certified service dogs in WCDSB schools.

3. The success of the implementation of a certified service dog into a school setting depends on clear communication, a well-informed school community and careful planning. The use of a certified service dog is considered to be an accommodation to help children learn and to develop the necessary skills to achieve success at school. Accommodations that promote independence are preferred as they gradually release to students the responsibility for self-mentoring, advocacy and self-determination.
4. It should be noted that as a school board, our obligation to accommodate is mapped to a demonstrated need, that is, how the child presents in the classroom setting.

5. The Board is committed to accommodating the special needs of its students in accordance with applicable law. The Board has to consider the health and well-being of all its students, which may include students who are allergic to dogs or have a dog phobia.

6. Similar to other publicly funded institutions, schools are not open access to the public. However, any public function that occurs in the school setting is obligated to adhere to the Accessibility for Ontarians with Disabilities Act, 2006 (AODA).

**Recommendation:**

This report is for information only.

**Prepared/Reviewed By:**

Loretta Notten  
Director of Education

Laura Shoemaker  
Superintendent of Learning: Special Education

*Bylaw 5.2 “where the Board of Trustees receives from the Director of Education a monitoring report that flows from a responsibility delegated to the Director under Board Policy – except where approval is required by the Board of Trustees on a matter delegated by policy to the Board – the minutes of the Meeting at which the Report is received shall expressly provide that the Board has received and approved of the Report as an action consistent with the authority delegated to the Director, subject in all instances to what otherwise actually occurred.”*
Administrative Procedures Memorandum

APH 020
Service Dogs

DATE OF ISSUE: January 5, 2009
Revised: April 2016

MEMO TO: All Staff
FROM: Director of Education

PURPOSE

The purpose of this Administrative Memorandum is to provide direction to school administrators regarding the admittance and integration of Certified Service Dogs into the school environment for the benefit of a student.

A Certified Service Dog is meant to facilitate the independence, dignity, and integration of the Handler.

REFERENCES

- Education Act
- Accessibility for Ontarians with Disabilities Act (2001)
- Human Rights Code (Ontario)
- Blind Person’s Rights Act
- Individual Education Plan: A Resource Guide 2004

FORMS

N/A

APPENDICES

- Appendix A Sample Letter to the School Community
- Appendix B Sample Letter to the Families of Children in the Class(es)
- Appendix C Sample Letter to those Sharing Transportation

1 Visitors on board property who require the use of a Certified Service Dog must ensure that the dog wears the distinctive harness/saddlebag or vest. The Certified Service Dog must also be on a leash at all times and accompanied by the Handler. For further information, please see the Board’s customer service policy and procedures pursuant to the Accessibility for Ontarians with Disabilities Act (2001).
COMMENTS AND GUIDELINES

The Human Rights Code, the Blind Persons’ Rights Act, and the Accessibility for Ontarians with Disabilities Act (2001) provide authority for Certified Service Dogs to accompany their Handlers in all public places and spaces accessible by third-parties. Certified Service Dogs are recognized as an Accommodation strategy that aids the Handler (a student with special needs) to access the Ontario Curriculum or perform daily living activities. Certified Service Dogs and their Handlers receive specialized training to work together, and consequently they are trained to present minimal risk to and impact on other people and their environment. As a result, access by the Certified Service Dog to the school attended by the Handler may be facilitated pursuant to this procedure.

In all other circumstances, the access of dogs or other animals for the benefit of a student will be considered by the Waterloo Catholic District School Board in accordance with the duty to accommodate the disability-related needs of that student to the point of undue hardship pursuant to the Human Rights Code.

Definitions

There are 3 recognized categories of trained Certified Service Dogs used to accommodate the special needs of some students. These include:

a. Guide Dogs: for persons who are visually impaired (blind/low vision)

b. Hearing Dogs: for persons who are hearing impaired (deaf/hard-of-hearing)

c. Service Dogs: for persons with disabilities (students using wheelchairs, students with Autism, students with Multiple Sclerosis or seizure disorder)

Certified Service Dogs, for the purpose of the Board’s policy, regulation and administrative procedure, includes all trained and registered service dogs who are handled by a student with a disability who receives the dog’s services to assist with daily living activities and/or access to the Ontario curriculum, which is readily apparent (obvious by the dog’s appearance or what it is doing) or identified as a requirement in a letter from a physician or nurse. A Certified Service Dog is a working dog and does not interact with employees or other students.

Handler (dog handler) for the purpose of the Board’s policy, regulation and administrative procedure is the student with disability related needs for whom the Certified Service Dog is performing services and who is managing and is responsible for the Certified Service Dog’s performance of those services. It is the expectation of the Board that students utilizing a Certified Service Dog will be the dog’s Handler.

Training & Registration

Both the Certified Service Dog and the Handler must receive training to ensure that the dog provides the Handler with accommodation services in an appropriate manner irrespective of the environment.

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2 Accommodations refer to specialized supports that enable a student to learn and to demonstrate learning (The Individual Education Plan (IEP): A Resource Guide, 2004, p.25).

3 Animals, other than dogs, may only be considered as an accommodation for a student when other methods have been unsuccessful and subject to the standard of undue hardship.
A Certified Service Dog and the dog’s Handler must be trained, and the dog must be registered in Canada. The dog will generally have a black leather Special Skills Dog (SSD) harness and leash, and/or saddlebag or vest. Training schools for Certified Service Dogs in Ontario must be members and accredited by either:

a) The International Guide Dog Federation, whose purpose is to serve the visually impaired and blind people from around the world by training and providing Guide Dogs, or

b) Assistance Dogs International Inc., which is a coalition of not-for-profit organizations that train and place Assistance Dogs.

Certified Service Dogs are given to students with disabilities, including: Physical, Blind or Low Vision, Deaf/Hearing Impaired, Autism Spectrum Disorder, Post-traumatic Stress Disorder or a seizure disorder. When a Certified Service Dog is being considered by a family as an accommodation for their child, it is beneficial for the parent/guardian and student to meet with the school principal, the Superintendent of Learning; Special Education and the Principal of Section 23, Special Education prior to making a commitment to receive the dog.

Initiating Admittance and Integration of a Certified Service Dog

The parent(s)/guardian(s) must initiate the process of having a Certified Service Dog assist their child in school. Parents/guardians are to read “Information for Parents)/Guardian(s) Requesting a Certified Service Dog”, as well as complete and submit Appendix A: Request for a Certified Service Dog to the principal.

The entry of the Certified Service Dog is decided after extensive consultation and is not automatically approved. Decisions regarding the admittance and integration of Certified Service Dogs into the school environment for the benefit of a student are made on a case-by-case basis.

When parent(s)/guardian(s) request that their child use a dog in school, it must be determined if the request is for a Certified Service Dog, and the principal must review the request with the Superintendent of Learning; Special Education and the Principal of Section 23, Special Education. All circumstances of a particular case, including the individual needs of the student being assisted by the dog and the needs of other students and staff will be considered. Where necessary in the decision making process, rights and needs of one person may have to be balanced against the rights and needs of another.

Upon approval, the principal will schedule a school case conference meeting and a school council meeting. The parent(s)/guardian(s) are expected to attend and provide input to ensure a safe and smooth transition for all.

Where the use of a Certified Service Dog in school has been approved, the animal may be excluded from access to the school or part of the school when:

- There is a risk to the health of students/staff or the physical or mental wellbeing of students as a result of the presence of the Certified Service Dog.
- Exclusion is required by another statute. Examples include the Health Protection and Promotion Act and the Food Safety and Quality Act. The former Act prohibits service animals in places where food is prepared, processed, or handled (e.g. kitchen of school cafeteria or culinary arts classroom) although Certified Service Dogs are permitted where food is served and sold (e.g. school cafeteria or lunchroom);
The Certified Service Dog is a breed that is prohibited by law. An example would be the Ontario Dog Owners’ Liability Act, which places restrictions on pit bull terriers;

There has been a material change in the circumstances that led to the original approval of the use of the Certified Service Dogs in school; or

Exclusion is otherwise required by law.

Consideration should be given to options available prior to exclusion of the Certified Service Dog.

Service Dogs for Students Who are Not the Handler

When the student is not able to ‘handle’ the dog, the dog will not be considered a Certified Service Dog for the purposes of these procedures, but the student may still receive a benefit from utilizing a service dog as an accommodation. Where the student is not the handler, an adult must be trained and must provide supervision and handling of the service dog. As a result, requests to permit the service dog to attend and be integrated into the school environment will be considered individually, in accordance with the duty to accommodate to the point of undue hardship pursuant to the Human Rights Code. Factors to be considered include, but are not limited to:

- the student’s demonstrated disability related needs;
- the accommodation(s) that may be provided by the service dog to meet the student’s disability related needs;
- alternative accommodations available that meet the student’s demonstrated disability related needs;
- the impact on the classroom and school.

Parental preference for the use of a service dog as an accommodation while the student is at school is not a determining factor to be considered.

Service Animals, Companion Dogs and Therapy Dogs

Companion Dogs and Service Animals for the purpose of the Board’s policy, regulation and administrative procedure, include animals that provide comfort and friendship to students who may have emotional, self-esteem or social problems. However, their assistance is generally not required to enable a student to access the Ontario Curriculum. While these animals may have training, the student they serve may not be the Handler, and the student and the animal do not have the same training that a Certified Service Dog and its Handler receive. As a result, requests for the use of a Companion Dogs and Service Animals will only be considered as a last resort to accommodate the student’s demonstrated disability related needs.

Therapy Dogs do not provide services to students while they are attending school.

1. Responsibility

1.1. Principals will ensure that all staff, students and others are properly trained in how to interact with the student who is accompanied by a Certified Service Dog.
2. Process

2.1. Once the school has been notified, the procedure that follows will be put into place prior to the admittance of a Certified Service Dog to the school.

3. Parental Process

3.1. Provide a letter to the school requesting permission for a Certified Service Dog and outlining the purpose and benefits of having a Certified Service Dog attend school with their child, including details of the way the Certified Service Dog will accommodate the student’s demonstrated disability related needs, for example providing guidance in hallways.

3.2. Provide a letter from a member of the College of Physicians and Surgeons, a member of the College of Psychologists, or nurse qualified in a discipline relevant to the person’s disability confirming the recognized disability and related special needs, including a recommendation for the use of a Certified Service Dog.

3.3. Provide a Certificate of Training for the Certified Service Dog and the Handler from the National Service Dogs Training Centre, or from another certified training centre.

3.4. Pay for any financial implications regarding the use and care of the Certified Service Dog, which may include training for staff and training from time to time for the Certified Service Dog and Handler.

3.5. Provide and annually update the school with proof of up-to-date vaccinations, a municipal Certified Service Dog licence, and confirmation that the Certified Service Dog is in good health.

3.6. Arrange for the personal care and physical needs of the Certified Service Dog, including a once a day bio-break procedure, if necessary.

4. Principal Process

4.1. Ensure that the dog is a Certified Service Dog and use by the student who is the Handler is consistent with the needs or recommendations of the IPRC and/or IEP process. If the dog is not a Certified Service Dog or the student is not a Handler and the decision is made that alternative accommodations to meet the student’s demonstrated disability related needs are available, the Superintendent of Learning: Special Education will identify in writing the rationale for the decision.

4.2. Consult with the appropriate School Superintendent of Learning and the Principal of Section 23 prior to setting a meeting to discuss use of a Certified Service Dog.

4.3. Inquiries regarding any potential severe allergies, anxieties or religious objections with respect to dogs and possible accommodation plans to meet competing rights.

4.4. Arrange a meeting with parent(s)/guardian(s), classroom teacher(s), Superintendent of Learning: Special Education, Principal of Section 23: Special Education, a representative of the Certified Service Dog provider, the student, as appropriate, and other staff determined necessary, to discuss and develop a plan to determine:

4.4.1. The purpose and function of the Certified Service Dog;

4.4.2. Training provided for the Handler (student) and the Certified Service Dog;

4.4.3. Personal care and physical needs of the Certified Service Dog, such as:

   o The safest and most environmentally sound place for the Certified Service Dog to relieve itself;
   
   o Removal and disposal of animal waste;
   
   o Provision of a suitable container for waste that the Handler can access, and
Considerations for seasonal changes and inclement weather.
4.4.4. Classroom considerations such as seating arrangements;
4.4.5. Any necessary changes in routine and procedures, and program changes;
4.4.6. Arrangements for the Certified Service Dog to visit the school without students present in order to familiarize it with the school site;
4.4.7. A transition plan for the Certified Service Dog and the student;
4.4.8. A timetable for the introduction of the Certified Service Dog to the school and class;
4.4.9. A timetable for the training of the student’s school team (i.e., principal; teacher(s); education assistant(s); etc.)
4.4.10. Rules of conduct around the Certified Service Dog for students, staff and the public; and
4.4.11. Methods for disseminating and regulating such rules.

4.5. Inform all staff and the school council regarding the presence of the Certified Service Dog.
4.6. Liaise with the appropriate Superintendent of Learning: Special Education, Special Education Resource Teacher to resolve any specific concerns or issues raised regarding the presence of a Certified Service Dog.
4.7. Arrange for demonstrations by the Certified Service Dog provider for the student body, staff, and/or the community as deemed necessary to provide education and awareness of the Certified Service Dog in the school.
4.8. If applicable, ensure that the Manager: Student Transportation Students of Waterloo Region is contacted regarding any transportation requirements.
4.9. Revise emergency procedures as required to include the Certified Service Dog (e.g. notification to the Fire Department regarding the existence of the Certified Service Dog).
4.10. Post signs on each entry door of the school to advise visitors of the presence of a working Certified Service Dog.
4.11. Inform the school’s Superintendent and the Superintendent of Learning: Special Education that a Certified Service Dog is in place at the school and when/if the Certified Service Dog is no longer going to be at the school.

5.0 Communication
5.1 Letters will be distributed as follows to inform:
   5.1.1 The school community of the arrival of the Certified Service Dog, its purpose, and rules regarding conduct around the Certified Service Dog, Appendix A;
   5.1.2 The families of the students in any of the classes where the Certified Service Dog will be present to elicit information concerning allergies, anxiety, or religious considerations from the students’ families, Appendix B;
   5.1.3 The families of any students who will be sharing transportation where the Certified Service Dog will be present, where applicable, Appendix C.
5.2 All information regarding the Certified Service Dog will be retained in the student’s OSR.
SAMPLE LETTER TO THE SCHOOL COMMUNITY

(School Letterhead)

Date:

Dear Parent/Guardian:

This letter is to inform you that there will be a Certified Service Dog in our school assisting one of our students.

This Certified Service Dog is a highly trained Certified Service Dog for our student and is able to assist in many of the routine activities which may pose some challenges for this student. This child’s right to have a Certified Service Dog is protected under Human Rights legislation.

There will be information sessions at the school to integrate the Certified Service Dog into our daily routines and all our students will be instructed as to the proper procedure regarding the Certified Service Dog. They will be informed that the Certified Service Dog is a working Certified Service Dog and not a pet while at school.

Already, the Certified Service Dog has been a benefit to the student, and we look forward to a lot of growth and learning together.

Thank you for your understanding and support.

Sincerely

Principal

C.C.: Superintendent of Learning: Special Education; OSR

Information on this form is collected pursuant to the board’s responsibilities set out in the Education Act and the Municipal Freedom of Information and Protection of Privacy Act. Questions regarding the collection of this information should be directed to the school principal.
SAMPLE LETTER TO THE FAMILIES OF CHILDREN IN THE CLASS(ES)

(School Letterhead)

Date:

Dear Parent/Guardian:

This letter is to inform you that there will be a Certified Service Dog in our school assisting one of our students, and this student and the Certified Service Dog will be a part of your child’s class.

This service dog is a highly trained Certified Service Dog for our student and is able to assist in many of the routine activities which may pose some challenges for this student. This child’s right to have a Certified Service Dog is protected under Human Rights legislation.

There will be information sessions at the school to integrate the Certified Service Dog into our daily routines and all our students will be instructed as to the proper procedure regarding the Certified Service Dog. They will be informed that the Certified Service Dog is a working Certified Service Dog and not a pet while at school.

If you have any specific concerns regarding the presence of the Certified Service Dog in your child’s class, please contact me at the school.

Thank you for your understanding and support.

Sincerely

Principal

C.C.: Superintendent of Learning: Special Education; Classroom Teacher(s); OSR

Information on this form is collected pursuant to the board’s responsibilities set out in the Education Act and the Municipal Freedom of Information and Protection of Privacy Act. Questions regarding the collection of this information should be directed to the school principal.
SAMPLE LETTER TO THOSE SHARING TRANSPORTATION

(School Letterhead)

Date:

Dear Parent/Guardian:

This letter is to inform you that there will be a Certified Service Dog in our school assisting one of our students, and this student and the Certified Service Dog will be a part of your child’s class.

This Certified Service Dog is a highly trained Certified Service Dog for our student and is able to assist in many of the routine activities which may pose some challenges for this student. This child’s right to have a Certified Service Dog is protected under Human Rights legislation.

There will be information sessions at the school to integrate the Certified Service Dog into our daily routines and all our students will be instructed as to the proper procedure regarding the Certified Service Dog. They will be informed that the Certified Service Dog is a working Certified Service Dog and not a pet while at school.

If you have any specific concerns regarding the presence of the Certified Service Dog on your child’s mode of transportation, please contact me at the school.

Thank you for your understanding and support.

Sincerely

Principal

C.C.: Superintendent of Learning: Special Education; Classroom Teacher(s); OSR

Information on this form is collected pursuant to the board’s responsibilities set out in the Education Act and the Municipal Freedom of Information and Protection of Privacy Act. Questions regarding the collection of this information should be directed to the school principal.
Date: April 11, 2016
To: Committee of the Whole Board of Trustees
From: Director of Education
Subject: Saint John Paul II & St. Daniel Boundary Review – Responses to Questions from Trustees

Type of Report: □ Decision-Making
□ Monitoring
□ Incidental Information concerning day-to-day operations

Type of Information: □ Information for Board of Trustees Decision-Making
□ Monitoring Information of Board Policy XX XXX
□ Information only of day-to-day operational matters delegated to the CEO

Origin: (cite Education Act and/or Board Policy or other legislation)
Capital Plan – 2015: Identified need for a boundary review to address enrolment pressures at Saint John Paul II.

Policy Statement and/or Education Act/other Legislation citation:
Executive Limitation IV 010, “Facilities/Accommodations” … “the CEO shall not:
1. "Allow material changes to facilities, boundary changes, or the closure of existing facilities to occur without established procedures.”

APF008 Pupil Accommodation Review Process

Alignment to the MYSP:
Parents, parishes, community partners and student engagement are nurtured and valued: To authentically engage parents, parishes and community in pastoral and school learning plans

Everyone is included, respected and welcomed: To attain improved access to Board facilities and services.

Our decisions, actions and stewardship of resources are evidence-based and responsive:

- To ensure all decisions connected to stewardship of environmental and capital resources are ecologically and socially responsible, in alignment with our Catholic social teachings and gospel values.
- To commit to evidence based, responsive, timely and professionally executed planning and gap analysis in all budgetary decisions.

Background/Comments:
Further to the discussion that took place at the March 21, 2016 Board Meeting, additional information related to the Saint John Paul II / St. Daniel Boundary Review is being provided.
Enrolment Projections for the Staff Recommended Option

Enrolment projections were included in the Final Staff Report for Option 2 – Move Chicopee (p.13), which ultimately became the Staff Recommended Option. However, the Staff Recommended Option included grandparenting provisions to allow current Grade 4-8 students to finish their elementary schooling at Saint John Paul II. Siblings of these students would be permitted to remain at Saint John Paul II with transportation provided to the end of the 2019-2020 school year.

Trustees requested that enrolment projections be prepared to reflect the proposed grandparenting provisions.

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<td>St. Daniel (CAP = 317)</td>
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<td>386</td>
<td>396</td>
<td>391</td>
<td>404</td>
<td>413</td>
<td>430</td>
<td>425</td>
<td>427</td>
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<tr>
<td>Saint John Paul II (CAP = 611)</td>
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<td>695</td>
<td>718</td>
<td>737</td>
<td>755</td>
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<td>763</td>
<td>753</td>
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Assumptions:
- 2015 & 2016 numbers based on the current attendance boundaries.
- All new JK students would attend St. Daniel beginning in 2017.
- All students would attend St. Daniel by 2020.

Additional Public Comments
Written comments have been received by the Planning Department since the March 21st meeting and are attached as Appendix A.

Recommendation:

For information only. Recommendations can be found in the March 21, 2016 Board Report.

Prepared/Reviewed By: Loretta Notten
Director of Education

Shesh Maharaj
Superintendent of Corporate Services

Lindsay Ford
Manager of Planning

*Bylaw 5.2 “where the Board of Trustees receives from the Director of Education a monitoring report that flows from a responsibility delegated to the Director under Board Policy – except where approval is required by the Board of Trustees on a matter delegated by policy to the Board – the minutes of the Meeting at which the Report is received shall expressly provide that the Board has received and approved of the Report as an action consistent with the authority delegated to the Director, subject in all instances to what otherwise actually occurred.”*
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<tr>
<th>Date</th>
<th>Public comments and questions</th>
<th>Planning answers</th>
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<tr>
<td>Mar 20</td>
<td>I am writing to you today to express our extreme disappointment with the final recommendation proposed by WCDSB staff to move Chicopee to St. Daniel’s school effective September 2017 (with some grandfathering involved). This decision comes as a shock to our community and is extremely upsetting to all of us. We continue to be unable to understand or fathom how the school board can propose removing a small group of children who are already a part of a school community and forcing them to move to another school while at the same time welcoming new students. This final proposal put forth by School Board staff proposes tearing apart our Chicopee community by recommending that some of it’s children not be able to continue at a school they love and feel part of. The Chicopee area option was removed by the school board staff part way through the process/review, but then at the last minute was selected as the community to in fact move. This seems very cruel –parents were given a sense of relief and hope, only to be stunned when the final proposal was put forth. You are a Catholic School Board guided by Catholic values. How does this final proposal demonstrate any sort of Catholic values – some of which include kindness, respect, compassion and hope. The school board gave our community hope but this was just a false sense of hope – was this the intention all along? Chicopee is a neighbourhood that seems to be continually targeted in boundary reviews. For once we would like to part of a school community and remain with that community for an extended period of time. The families in this area have gone through enough with the continual threat of being moved Catholic schools! If there is a problem with over crowding at SJPII then perhaps the School Board needs to look at an area where there are families that are not yet even a part of the SJPII community and look at moving those children to St. Daniels. How is it fair to say to these 21 children that they are not valued enough to remain at SJPII, because this is what this recommendation is saying. At the very least all of the families currently attending SJPII should be allowed to remain there to finish their</td>
<td>Thank-you for comments. They will be sent to the Board of Trustees prior to the final decision and may be posted on the board’s website. Should you wish to further express your concerns directly to the Board of Trustees, there will be opportunity on April 11th by registering as a delegation.</td>
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education, no matter which community they live in. How can we welcome new families to SJPII but at the same time tell others who are already a part of this community that they are no longer welcome? How can these be the actions of a Catholic community towards it's members? In looking at the final report and the grandfathering option being given to families it is in effect splitting apart our Chicopee community of Catholic students. The school board seems to have no issue of doing this to our community but will not even consider doing it in a newer community that has yet to even enter the doors of SJPII. When we asked about this at a Public Meeting the quote that we were given by a board employee was that “That would be like treating new families in the SJPII catchment area like third class citizens”. I guess moving our area to a new school community once again and splitting it up for the next few years is acceptable to the school board. I believe it is us now us who are being treated like “third class citizens”. I implore you to keep the SJPII community together and to perhaps consider looking at enrollment again in a few years after the public school has been opened. The school boards vision says “Our Catholic Schools: heart of the community -- success for each, a place for all.” How can this be the vision of the school board when you are proposing breaking apart a community and telling families that the school community they love and feel a part of -- Saint John Paul II - is no longer a place for them?

**Mar 21**

Our family recently heard the staff's suggestion, to Grandfather PART of Chicopee and toss aside the other, younger students, sending them over to St. Daniel's. We found this astounding!

Of course we are concerned & upset about the possibility of having to change schools in the first place. Then to hear of a partial Grandfathering, within our own already small sub-community, how am I suppose to explain this to my child? Two of the kids from the bus stop get to stay with you, but at another school. Four kids get to stay at SJPII, you are not one of them. Oh, & you'll probably get to see them still take the bus at our stop, just a different time of

Thank-you for comments. They will be sent to the Board of Trustees prior to the final decision and may be posted on the board's website.

Should you wish to further express your concerns directly to the Board of Trustees, there will be opportunity on April 11th by registering as a delegation.
morning, you can wave to them from inside the house.

Our neighbours have helped get our kids to school in bad weather, we have carpooled to Parent Council meets, traded info about school policies, & welcomed the youngest new group of kiddies. To even further complicate this Boundary Review by having us lose our neighbouring parents & kids in our daily/school lives, is just another blow. We urge you to Grandfather the existing kids, Chicopee & Idlewood, with their siblings & transportation.

I am sure you have heard from parents from Chicopee and Idlewood, that separating our SJPII family is just unacceptable. We are a wonderful community of children, parents, extended family members, & neighbours. Please, PLEASE allow us to remain this way. Allow us to continue to be a village of people, raising their families together, as we have already put into place.

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<th>Mar 22</th>
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<td>I am not confident enough information was shared last night regarding the Chicopee Hills Public School. While postponing the Boundary Review changes to the fall of 2017 does allow some students to transfer to the new school, there is a wide are of Chicopee that is not considered.</td>
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As you can see, with the below link - the Sims Estate area of Chicopee is welcome in the new school's boundary. A large portion of Chicopee; Morrison, Grand River Blvd, & all the attached/surrounding streets are NOT a part of this school's plan or boundary.


As some families will move to the public board after all these changes, the school designated for this area would be Franklin Public. Also a bit further, as is St. Daniel's. It also has a later start/end time, which affects everyone's before /after school childcare, changes to work arrangements, and family budget.

Thank-you for comments. They will be sent to the Board of Trustees prior to the final decision and may be posted on the board’s website.

The staff recommendation would be effective September 2017 if approved. The intention of implementing at this time was to give families extra time to adjust to the new bell times and make childcare arrangements, not to see what the impact of the public school would be. The Chicopee area that we've identified to move to St. Daniel does not fall within the boundary of the new public school.

Should you wish to further express your concerns directly to the Board of Trustees, there will be opportunity on April 11th by registering as a delegation.
The same will go for the student's willing to move to St. Daniel's, with no childcare on-site. Finding childcare has become even more of a challenge, with the passing of Bill 10. *So many* care providers have discontinued their before/after school program altogether.

Just wanted to share the additional information (Chicopee Hills) that was not brought up last night. I hope you can further look into and consider some better options for our children.
Date: April 11, 2016
To: Board of Trustees
From: Director of Education
Subject: Mental Health Update

Type of Report: □ Decision-Making
☑ Monitoring
□ Incidental Information concerning day-to-day operations

Type of Information: □ Information for Board of Trustees Decision-Making
□ Monitoring Information of Board Policy XX XXX
☑ Information only of day-to-day operational matters delegated to the CEO

Origin: (cite Education Act and/or Board Policy or other legislation)
Ministry of Education: Achieving Excellence
- Promoting Well-Being

Policy Statement and/or Education Act/other Legislation citation:
Ministry of Education: Achieving Excellence
Promoting Well-Being
- All children and students will develop enhanced mental and physical health, a positive sense of self and belonging and skills to make positive choices.

Alignment to the MYSP:
Nurturing Our Catholic Community
- Students and staff are healthy in mind, body and spirit.
- To strengthen system-wide commitment to WCDSB’s vision for mental health and wellness through initiatives which engage students, parents and staff in working towards mentally healthy school communities.

Background/Comments:
The Ministry of Education is asking school boards to be accountable to how we define and measure well-being. The Mental Health and Wellness Committee will update the Mental Health Strategy to ensure goals are measurable and accountable using both qualitative and quantitative measures. The SMH assist is committed to the importance of going slow to go fast and being able to demonstrate evidence-based strategies to continue to de-stigmatize mental illness. As a board we care about student and staff well-being.

Action Plan:
A.
- Mental Health visioning committee will examine opportunities to infuse curriculum areas grades 1-12 and secondary curriculum subject areas. The administrators will be receiving resource support documents at the
April Administrators meeting. The support documents include updated resources from Front Door and The Eastern Ontario Catholic Curriculum Organization (Mental Health and Wellness).

- Continue to focus on de-stigmatization.
- Building the strategy within the Board Improvement Plan for Student Achievement.
- Re-administer Resiliency Survey in February 2017.
- Mental Health infused in Lifelong Learning Series for staff. (See Appendix A).

B.

- School Mental Health Assist
- Board mental health and addictions
- Newcomer Mental Health Update
- Indigenous Mental Health Consultation (See Appendix B)

C.

Children’s Mental Health Week (See Appendix C)

Recommendation:

This is for information only

Prepared/Reviewed By: Loretta Notten
Director of Education

Laura Shoemaker
Superintendent of Learning: Special Education

*Bylaw 5.2 “where the Board of Trustees receives from the Director of Education a monitoring report that flows from a responsibility delegated to the Director under Board Policy – except where approval is required by the Board of Trustees on a matter delegated by policy to the Board – the minutes of the Meeting at which the Report is received shall expressly provide that the Board has received and approved of the Report as an action consistent with the authority delegated to the Director, subject in all instances to what otherwise actually occurred.”*
2015-2016 Summary of Mental Health & Wellness

- Working with Speech and Language Pathology to co-create Emotional Literacy Kits for FDK with Mo Willems resources. Will create stations for students to rotate after hearing teacher read the series of books (3 books to focus on). 4 pilot schools began in February; then kits will be created for all FDK teachers to use. Feedback thus far has been very positive and staff are continuing to support students after the lesson ends.
- Grade 3 pilot to assist in managing worry and stress related to day to day as well as EQAO. First presentation in February – 3 schools selected to begin. Grade 7/8 continuing upon request.
- COPE course – pilot at St. Mary’s High School, focus on coping, managing stress, resource building etc.
- Resiliency Initiatives – Data has been reviewed, Dr. Hammond returned on Dec. 18th, Module 1 is ready to go for all staff at WCDSB. Travelling to all schools to assist Principals and staff in interpreting data and thinking about plans for their SIPSA for next year (have been to about 32 schools thus far). This includes individual admin meetings as well as staff meetings.
- D2L – Mental Health and Wellness Site launched for all staff at WCDSB eventually create a student site. All updates are placed there and on Twitter.
- Grade 10 $2000 projects with student success heads. Assisting with determining what to do with the funds.
- Lifelong Learning Series – Understanding Anxiety (November), Resiliency (January) and Community Connections (March).
- Autism Learning Series – Understanding Anxiety – took over this series from Psychology and will offer it once per school year.
- Providing trainings to board office staff similar to Lifelong Learning Series content (IT, HR, Planning, Finance, Payroll etc.)
- Safe Talk continues – 2 staff trainings this school year and all High Skills Majors students in the specified area (6 sessions).
- Re-launch of EITR campaign – Brainstorming Blitz – utilizing the document from Ottawa School Board to promote Mental Health & Wellness to Elementary students. A document has been created to add into this to promote the campaign through the lessons and is being utilized currently at a school to try it out – embed into curriculum. Secondary is still determining how to go about this and curriculum may be the next project on a broader scale. Will however highlight during Mental Health Week.
- Student Voice Groups – Elementary student feedback/voice is achieved during visits and presentation as well as in formal settings depending on school. In Secondary, student voice groups are active at St. Benedict’s. The process will be shared with all Secondary schools so that they can do the same.
- Infant Mental Health Series (Infant Mental Health Promotion – Affiliated with Sick Kids Hospital) – Early Years Mental Health training that is free for all staff at WCDSB. 15 sessions with topics ranging from attachment, impact of parental mental illness, Impact of Domestic Violence, Temperament etc.
- Focused on how to support or embed pieces into secondary curriculum to address increase in referrals for Grade 12 students for example.
- Continuing with community meetings and committees as shared with Chief Social Worker Rod Miller (Child and Youth Services Planning Council, Youth Engagement Community of Practice, Foundations for a Healthy School – Public Health).
- Regular hospital meetings with Grand River and Cambridge Memorial continue – more with Grand River as a result of programming involving WCDSB teachers (YAP & CAIP).
- Staff meetings – attend upon request to update staff and at times provide additional training as per request of administrator. Most recently, have been attending staff meetings on average twice per month to assist with the beginnings of Resiliency Training Series.
- Parent Evening guest speaking at schools receiving PRO Grant funds with topics pertaining to Mental Health.
- Assisting WRPS with the Mental Health section that falls within the School/Police Protocol.
- Will be a presenter in a 3 part webinar on Resiliency (other presenters are Dr. Wayne Hammond & Dr. Michael Ungar)
- Canadian Martyrs (one to one with Principal)
- Monsignor Haller(booked to attend staff meeting)
- Our Lady of Grace (one to one with Principal and booked to attend staff meeting)
- Saint John Paul (one to one with Principal and VP and have attended staff meeting)
- St. Agnes (one to one with Principal and staff meeting)
- St. Anne’s (one to one with Principal booked)
- St. Augustine (one to one with Principal and have attended staff meeting)
- St. Bernadette (one to one with Principal)
- St. Boniface (one to one with Principal)
- St. Brigid (one to one with Principal and have attended staff meeting)
- St. Francis (booked to attend staff meeting)
- St. Gregory (one to one with Principal booked)
- St. Kateri (one to one with Principal and have attended staff meeting)
- St. Margaret (one to one with Principal)
- St. Matthews (one to one with Principal, booked to attend staff meeting)
- St. Michael (one to one with Principal)
- St. Peter (booked to attend staff meeting)
- St. Teresa of Avila (one to one with Principal)
- St. Timothy (one to one with Principal and booked to attend staff meeting)
- St. Vincent de Paul (booked to attend staff meeting)
- Monsignor Doyle (attended team meeting)
- Resurrection (attended team meeting)
- St. Benedict (attended team meeting)
- St. Mary’s (attended team meeting)
- Sir Edgar Bauer (one to one with Principal booked)
It was wonderful to see so many of you in February at the Mental Health Leadership Meeting! It was particularly lovely to have 40 Supervisory Officers joining us in Toronto for focused dialogue on system mental health leadership. Many thanks to Sharon Pyke and Karen Edgar for leading this special session for senior leaders.

You can find the presentations on Getting to Outcomes from Abe Wandersman, and on mental health communication from Heather Carter and Shawn McKillop, on the private mental health leadership site. We hope that you are finding this material useful as you begin to think ahead to your Action Plan for 2016-2017. Feel free to contact Alexandra if you are needing assistance in accessing the private site (houses SMH ASSIST materials), or EENet (for cross-board sharing).

In addition to providing updates on projects and initiatives, in this issue of the newsletter I’m very pleased to let you know that we are welcoming a new Implementation Coach to the team! Charlotte Patterson, former Director for Upper Canada District School Board joined us in early March, and will be supporting four boards in the Ottawa Region. She will also help us with educator mental health literacy projects. I’m sure you will join me in warmly welcoming Charlotte to our exciting provincial work in supporting student mental health and well-being.

Board Mental Health and Addictions Scan

At the moment, the Board Mental Health and Addictions Scan is still on hold. As soon as we have approval to proceed, we will let you know. Thanks!
SMH ASSIST UPDATES

Newcomer Mental Health Updates

Please see the attached memo from the Deputy Minister for information about the resources and supports being mobilized through the Ministry of Education to assist with settlement of newcomers from Syria. As part of this effort, the School Mental Health Newcomer Resource Group continues to meet on a bi-weekly basis to help to monitor and support the mental health needs of newcomers. The group is currently working with Dr. Kristiina Montero, a member of our School Mental Health Newcomer Advisory Network, to create a video for educators on their role in supporting newcomer student mental health. It is anticipated that this video will be made available to all school boards later this spring.

We would also like to draw your attention to an exciting learning opportunity! The Ontario Summit for Child and Youth Mental Health has just announced the addition of a panel on Immigrant and Refugee Mental Health that features several members of our Newcomer Advisory Network (Drs. Agic, Georgiades, Montero, Watson), and our colleague Dr. Pat Carney. See the attached flyer for more information. Please consider attending the Summit, and do encourage your educator colleagues to come and learn together with you about this important topic!

Indigenous Mental Health Consultation

On March 4, we held our first Indigenous Mental Health Consultation with Dr. Brenda Restoule by web meeting. Approximately 25 Mental Health Leaders, school mental health professionals, and aboriginal education consultants joined the meeting. Dr. Restoule presented information about the First Nations Mental Wellness Continuum Framework, and then responded to questions from the group. The presentation can be found on the private mental health leadership site, and a recording of the web meeting can be found at this link:

https://drive.google.com/a/hwdsb.on.ca/file/d/0Bx9WOcdOIVzNNE1HazVIS2IOWGk/view?usp=sharing

We will meet next on April 15, 3-4:00, and the topic for conversation will be focused on school board and indigenous community engagement. If you are interested in attending, please RSVP to Ruth Millar (rmillar@hwdsb.on.ca) by April 11 so we can determine the best technology for the meeting. Also, feel free to send in consultation questions in advance, even if they are not directly aligned with the proposed topic.

Mental Health and Addictions Leadership Council: Promotion, Prevention and Early Intervention Scan

The Mental Health Promotion, Prevention, and Early Intervention Work Group of the MHA Leadership Advisory Council is engaging in a provincial scan of the practice landscape related to mental health promotion and prevention activities, with the support of the Provincial System Support Team at CAMH. This scan will help us to better understand the current activity underway in this area across the province, and may yield exemplars that can be highlighted or scaled up. A review of the literature related to best practices in mental health promotion and prevention across the lifespan is being conducted concurrently through CAMH.

SMH ASSIST will be completing the survey with a provincial lens, but we are aware that many school boards are engaged in excellent work in mental health promotion and may have local examples to share. Please consider completing the survey using the attached link, which is uniquely assigned to our group. If you have already completed this via another channel, that is fine, but if you have not, this would be the link to use.

http://fluidsurveys.com/s/mhppeisurvey/?collector=205308

Please complete only one survey, and describe all of the mh promotion and prevention activities you are involved in, whether generated within the board, or in collaboration with community partners. The survey will remain open until March 28, 2016. Thank you for considering adding to the data being gathered across the province.
WELLNESS WORKS!

IT’S CHILDREN’S MENTAL HEALTH WEEK

Want to learn more about how wellness works for children and youth?

Come to the mall and learn about:
- Being well
- Services in our community
- How to get help
- How to help your friends
- Apps that can help too!

Hosted by:

Canadian Mental Health Association
Waterloo Wellington Dufferin
Carizon Family and Community Services
Front Door
Langs
Lutherwood
KW Counselling Services
Waterloo Catholic District School Board
Waterloo Region District School Board
...and Others!

#ahaww

www.cmhawwd.ca  www.carizon.ca  www.lutherwood.ca

Visit us at the mall!

Cambridge Centre Mall
355 Hespeler Road, Cambridge, ON
Saturday, April 30th
9:30 am—6:00 pm

Conestoga Mall
550 King St. N., Waterloo, ON
Saturday, May 7th
9:30 am—6:00 pm
March 15, 2016

TO: Chairs, Vice Chairs and Directors of Education
    - All Catholic District School Boards

FROM: Sharon McMillan, Director of Communications

SUBJECT: OCSTA Spring Regional Meeting Questions

In response to requests from trustees, OCSTA’s Spring Regional Meetings will incorporate locally driven discussion questions into each of the 1.5 hour Regional Meeting sessions. To facilitate this, CDSB Chairs are asked to discuss with their respective boards, the top two questions or issues that are considered current priorities.

Once those questions or issues have been identified, we kindly ask that they be forwarded to OCSTA – attention Ashlee Cabral (acabral@ocsta.on.ca) – no later than Friday, April 15, 2016.

OCSTA’s Spring Regional Meetings will once again be held as part of the AGM & Conference. These concurrent sessions are scheduled to take place on Friday, April 29, 2016 from 2:00 – 3:30 p.m. at the Blue Mountain Resort.

Your assistance in this matter is greatly appreciated.
Ontario Catholic School Trustees’ Association

2016 AGM & CONFERENCE

RESOLUTIONS
Our Mission

*Inspired by the Gospel, the Ontario Catholic School Trustees’ Association provides the provincial voice, leadership and service for elected Catholic school trustees to promote and protect publicly funded Catholic education in Ontario.*

Our Vision

*Ontario is enriched by a publicly funded Catholic education system governed by locally elected Catholic school trustees who serve with faith, commitment and compassion.*
Explanation of Committee Recommendations & Resolution Session Procedures

Resolution sessions will be conducted using “Robert’s Rules of Order” and the provisions of the OCSTA Constitution. The chairperson of the session will ensure compliance with their rules.

Explanation of Committee Recommendations

The Conference Committee will study the resolutions and offer recommendations on the best way to meet their intent. The recommendations and their implications are:

i. Approve
   The direction given in the “therefore be it resolved” section of the resolution will be carried out.

ii. Approve and refer to the ….. committee for appropriate implementation.
   The resolution will be forwarded to the designated committee for implementation.

iii. Receive and refer to the …. committee for study.
    The resolution will be forwarded to the designated committee for study. Following the study and receipt of the committee’s recommendation, the Board of Directors will determine whether or not the resolution will be implemented.

iv. Not approve
    No action will be taken.

v. No recommendation
    The committee is not making any recommendation with respect to the resolution.

vi. No action required
    The intent of the resolution has been met. No further action will be taken.

Resolution Session Procedures

Delegates wishing to speak to a resolution must go to one of the floor microphones and state their name and the name of the board they represent.

The mover of a resolution will have the opportunity to be the first and last to speak to that resolution. Other trustees may speak once to a resolution.

The chairperson may declare a motion out of order giving the reasons for doing so. The chairperson’s decision may be challenged by a majority vote of those voting delegates present at the session when the vote is called.

Voting will be by a show of hands. Delegates carrying proxies must have and show proper identification - i.e. proxy badge. Ballots will be provided in the event that a vote by ballot is called for.

Note Re Quorum: A quorum for the transaction of business at any general meeting of Members shall consist of not fewer than forty (40) individuals entitled to vote, present in person.
Grouped Resolutions

a. the chair of the session will ask for a mover and seconder to approve the grouping of various related resolutions.

b. the chair of the session will ask for movers and seconders for the committee recommendation for each group.

c. delegates will vote on the committee recommendation for each group.

Delegates may request that any resolution(s) be removed from a “group” to be handled individually. These will be addressed when the group from which they have been removed has been dealt with.

Resolutions Handled Individually

These will include resolutions removed from the groups, resolutions for which the committee has not made any recommendation and resolutions from the floor.

A. Resolutions with committee recommendations

1. The chair of the session will announce the resolution number and the name of the sponsoring board:
   - the chair will call for the sponsoring board to move and second the committee recommendation;
   - delegates will speak to the committee recommendation;
   - delegates will vote on the committee recommendation.

2. If the sponsoring board does not move the committee recommendation from the floor:
   - the chair will call for the sponsoring board to move their original resolution;
   - delegates will speak to the resolution;
   - delegates will vote on the resolution.

3. If the original resolution is not moved by the sponsoring board, the resolution will be withdrawn.

B. Resolutions without committee recommendations

1. These resolutions will be handled as follows:
   - the chair will call for the sponsoring board to move their original resolution;
   - delegates will speak to the resolution;
   - delegates will vote on the resolution.

2. If the original resolution is not moved by the sponsoring board, the resolution will be withdrawn.
C. **Amendments from the Floor**

Amendments made on the floor relate to the “therefore be it resolved” section of the resolution and must be **written out** and handed to the chairperson. The chairperson will consider the amendment and, if necessary, discuss it with the parliamentarian or others to ensure that it is clearly understood.

- the chair will **read** the amendment;
- delegates will speak to the amendment;
- delegates will vote on the amendment;
- delegates will vote on the resolution as amended.

If the amendment is defeated:

- delegates will be asked to speak to the original resolution;
- delegates will vote on the original resolution.

D. **Resolutions Presented from the Floor**

After resolutions presented by the committee have been dealt with, other resolutions may be presented from the floor. The following rules apply:

- 2/3 of the voting delegates present at the session must consent to consider the resolution;
- sufficient copies of the resolution (and background material) must be provided for all those present at the resolution session;
- these resolutions will be handled as outlined above.

The provincial office will distribute, in the delegate kits, resolutions to be presented from the floor provided that a copy of each resolution (and background material, if applicable) is received in the Provincial Office by **April 11, 2016**.
Moved by: Bob Schreader  
Seconded by: Anne-Marie Fitzgerald

Topic: Region Designation 

1. Article 6 Amending Formula

Whereas: the current OCSTA By-law allows for an amendment to Region boundaries only when required as a result of a change in student enrolment, as follows;

6.4 If and whenever the criteria set out in this Article 6.1 so requires, the Members shall, by Special Resolution, alter the boundaries of the Regions and the number of Regional Directors accordingly, so as to take effect at the selection of Directors next following the confirmation of such Special Resolution by the Members; and

Whereas: the Brant Haldimand Norfolk Catholic District School Board (“BHNCDSB”) is seeking to expand the circumstances under which the boundaries of Regions can be amended to allow greater flexibility in meeting the needs of Catholic District School Boards.

Therefore be it resolved that:

The OCSTA By-law shall be amended by adding Article 6.5 which shall state:

6.5 In addition to Article 6.4 above, Region boundaries may also be altered, by Special Resolution, for reasons other than those necessitated by Article 6.1, provided that:
(a) the change in Regions shall not result any Board with an excess of 35,000 FTE’s being in the same Region as any other Board, and
(b) the change in Regions shall not alter the number of Regional Directors to which any one Region is entitled.

2. Regional Composition

Whereas: the Brant Haldimand Norfolk Catholic District School Board is currently in Region 4; and

Whereas: the Board of Trustees of the Brant Haldimand Norfolk Catholic District School Board has approved a resolution to propose that BHNCDSB transfer from Region 4 to Region 11; and
Whereas: the request for the change in Region is based on the following reasons:
(a) the Brant Haldimand Norfolk Catholic District School Board shares common geographical boundaries with Hamilton-Wentworth Catholic District School Board and the Niagara Catholic District School Board;
(b) the Brant Haldimand Norfolk Catholic District School Board shares demographic characteristics which are more closely aligned with Region 11 boards than Region 4 boards; in particular, many of its constituents work in the greater Hamilton and Niagara areas; and the Brant Haldimand Norfolk Catholic District School Board belongs to both the Diocese of Hamilton and the Diocese of St. Catharines (Niagara); and many of BHNCDSB staff live in the Hamilton and Niagara areas while commuting to the BHNCDSB district for employment;
(c) some of BHNCDSB students (from the Haldimand area) attend secondary school in Niagara district after they graduate from Grade 8;
(d) The requested realignment will not result in any change to the number of directors for either Region 4 or Region 11 and accordingly there would be no impact on the current composition of the Board of Directors;
(e) the change in Region is in accordance with the enrolment criteria set out in Article 6 of the OCSTA By-law;

Therefore be it resolved that:

The OCSTA By-Law shall be amended to state that the Brant Haldimand Norfolk Catholic District School Board shall be a Member of Region 11 instead of Region 4.
Moved by: Bob Schreader
Seconded by: Marino Gazzola

Topic: Continuation of Support for FACE Project

Whereas: the FACE Project has been in place since 2008; and

Whereas: the opponents of publicly-funded Catholic education continue to challenge its existence; and

Whereas: OCSTA is the provincial organization with a mission, To Promote and Protect Catholic Education in Ontario; and

Whereas: the FACE Joint Venture Board, including the Assembly of Catholic Bishops of Ontario (ACBO), the Ontario Catholic School Trustees Association (OCSTA) and the Ontario English Catholic Teachers’ Association (OECTA) as partners has been successful; and

Whereas: ACBO and OECTA have confirmed their support for the continuation of the FACE Project; and

Whereas: FACE operates on a modest budget funded equally by the three Joint Venture Partners.

Therefore be it Resolved That:

OCSTA approve a levy of up to $0.12 per pupil for two years beyond the August 2016 expiry date of the current Joint Venture Partners’ Agreement.
MOTION TO DEAL WITH RESOLUTIONS IN GROUPS

MOVED BY: ______________________________________________________

SECONDED BY: ____________________________________________________

THAT: the grouping of the Resolutions be approved.
APPROVE

RESOLUTION # 1
Moved by: Marlene Mogado York Catholic District School Board

Seconded by: Ann Stong

Topic: Information Technology Infrastructure

Whereas: technology is an integral part of the instruction of students; and

Whereas: effective 21Century classroom instruction requires IT Infrastructure supports such as wireless network upgrades, software licensing and other capital upgrades; and

Whereas: GSN funding has been reduced in the area of classroom technology; and

Whereas: technology funding has been allocated on a sporadic and non-predictable basis and is allocated outside of the regular GSN, usually through EPO allocations.

Therefore be it resolved that:

OCSTA lobby the Ministry of Education to return funding to the GSNs in support of technology in the classroom and that such funding be allocated on a multi-year basis through the annual GSNs.

Committee Recommendation:
Approve.
APPROVE & REFER

RESOLUTIONS # 2-9
Moved by: Catherine McDonald Simcoe Muskoka Catholic District School Board

Seconded by: Carol Corriveau-Truchon

Topic: Home, School, Church

Whereas: education begins at home; and

Whereas: Catholic schools play an integral role in the Church’s mission to evangelize youth; and

Whereas: everyone would benefit from a stronger partnership among home, school and parishes; and

Whereas: Trustees have a wealth of knowledge to strengthen this critical partnership.

Therefore be it resolved that:

OCSTA create forums for discussion at Regional Meetings and an online database in the Members Centre of the OCSTA website for Trustees to share best practices for strengthening the home, school, church triad.

Committee Recommendation:
Approve and refer to Catholic Education Committee
(Catholic Education & Trustee Enrichment Committee)
Moved by: Catherine McDonald  
Simcoe Muskoka Catholic District School Board

Seconded by: Carol Corrieveau-Truchon

Topic: Negotiations

Whereas: contract negotiations are presently two-tier; and

Whereas: the Central Bargaining component has Trustee representation; and

Whereas: Trustee representation at the local bargaining level is not consistent within the province.

Therefore be it resolved that:

OCSTA study best practices with respect to Trustee responsibilities in the Local Collective Bargaining process and provide that information to Boards to facilitate local discussion around developing a policy that can be adapted at the Board level to ensure appropriate representation in the Local Collective Bargaining process.

Committee Recommendation:
Approve and refer to Labour Relations Committee.
Moved by:  Marlene Mogado  
York Catholic District School Board

Seconded by:  Ann Stong

Topic:  Earned Leave Plan

Whereas:  the negotiated Earned Leave Plan (ELP) was communicated as a basis to generate saving for OECTA school boards; and

Whereas:  this savings prediction is not universally accepted and, in fact, a number of school boards expect that the ELP will generate:
- Additional cost and liability (commencing 2015-16 year-end)
- Tremendous administrative resources for monitoring and execution; and

Whereas:  due to the conflicting viewpoints and the fact that the ELP is not included in all other teacher union MoS’s, it is fiscally responsible to monitor the impact of the ELP introduced in the OECTA MoS and to determine if in fact ELP will generate net costs or net savings.

Therefore be it resolved that:

OCSTA closely monitor the impact of ELP and develop strategies to be used in future labour discussions so as to promote the endorsement of provisions that have true net saving or a funding source to offset any net costs.

Committee Recommendation:
Approve and refer to Labour Relations Committee.
Moved by: Marlene Mogado
York Catholic District School Board

Seconded by: Ann Stong

Topic: Employee Life & Health Trust (ELHT) - Cost Base for Individual Boards

Whereas:
in order to establish an initial rate for individual school board’s contribution to the ELHT, a formula was created in the Memorandum of Settlement (MoS) to determine school board funding responsibilities of the ELHT for the transition year 2016-17. Note: Per the Memorandum of Settlement (MoS) between OCSTA and OECTA; and (Synopsis/Summary): The initial school board amount per FTE will be based on 2014-15 actual benefits costs plus a 4% increase for each of the 2015-16 and 2016-17 years, divided by FTE per Appendix H of EFIS...

Whereas:
this formula, while perhaps a viable option for the transition period only, is inappropriate and inequitable after the transition year; and

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Therefore be it resolved that:

OCSTA, in consultation with school boards, work closely with the Ministry of Education to develop and implement an equitable ELHT permanent funding contribution model for school boards that corrects the current inequitable transition funding contribution model.

OCSTA encourage the Ministry of Education to be transparent with all benchmarks, including benefits benchmarks, in order to enable school boards to determine fiscal impacts of provincial bargaining decisions.

Committee Recommendation:
Approve and refer to Labour Relations Committee.
Moved by: Sharon Hobin  
Dufferin-Peel Catholic District School Board

Seconded by: Thomas Thomas

Topic: Funding Formula Reform and School Board Budget Reductions

Whereas:  
the Ministry has implemented changes to the Grants for Student Needs (GSN) funding model that results in reduced funding for boards, particularly in the area of Operations & Maintenance and School Board Administration & Governance; and

Whereas:  
the changes have resulted in a financial burden and potential deficits for boards; and

Whereas:  
boards are required to submit balanced budgets to the Ministry, thus forcing boards to cut programs and staffing which has a direct impact on the classroom; and

Whereas:  
the phase-in of the reductions will continue for additional years as will fiscal constraint measures enforced by the province as they move toward the 2017-2018 target for a balanced budget.

Therefore be it resolved that:

OCSTA enter into discussions with the Minister of Education to address the serious impacts of education funding cuts and subsequent lack of funding for school board budgets now and into the future.

Committee Recommendation:
Approve and refer to Legislation & Finance Committee (Political Advocacy Committee).
Moved by: Sharon Hobin
Seconded by: Luz del Rosario

Topic: 21st Century Programs and Services for Students with Differing Abilities Including Diverse Learning Needs (e.g. – mental well-being and mental health challenges in transition)

Whereas: the changing framework for Special Education and Support Services is internationally and provincially aligned with the Ministry’s mandate to promote success for all students with differing abilities including students with diverse learning needs in a 21st Century context from early learning to vocation; and

Whereas: the principles of the Ministry resources Learning for All: K-12, commitments to supporting successful transitions for all students (PPM 156), and Universal Design for Learning Technology are founded on beliefs that all students can succeed and that student identity, engagement, well-being, achievement, and student voice need to be supported in an inclusive learning environment; and

Whereas: Boards continue to be challenged in their design of effective school and system improvement plans when funding and other pressures may arise in delivering a Ministry mandated criterion-referenced curriculum with related expected practices while adhering to a universal design for learning (UDL) approach which honours success for all through personalized instruction; and

Whereas: building capacity of staff through professional learning in support of all diverse learners is critical to student identity, engagement, well-being and student achievement; recognizing the need to have adequate time for consolidation and practice of new learning as it relates to transition supports, 21st Century learning; and

Whereas: the Ministry of Education, Ministry of Child and Youth Services and Ministry of Health Mental Well-Being Strategy and Special Needs Strategy direction will require sustainable commitments to keep pace with needs and to respond to changing needs and societal demands in equitable and transparent ways.

Therefore be it resolved that:

OCSTA petition the Ministry of Education to review on-going equitable and sustainable funding for all including for students facing mental health challenges and students experiencing a variety of transitions. In addition, to request a review of other commitments including aligned supports for student identity, engagement, well-being, achievement, and voice for all learners with differing abilities; and

That:

OCSTA petition the Ministry of Education to continue to address the changing nature of student needs including as evidenced in the need for on-going enhanced prevention/intervention and aligned staff professional development supports for students with mental health challenges in transition.

Committee Recommendation:
Approve and refer to Legislation & Finance Committee
(Political Advocacy Committee)
Moved by: Carol Corriveau-Truchon  
Simcoe Muskoka Catholic District School Board

Seconded by: Catherine McDonald

Topic: 
Trustee Outreach

Whereas: Trustees have varying levels of experience with Community Outreach, Social Media Use and Political Advocacy; and

Whereas: there was robust discussion of these topics at the Regional Meetings held in Toronto in January; and

Whereas: Trustees would benefit from a forum to share ideas and gather suggestions.

Therefore be it resolved that:

OCSTA create an online database of ideas for Community Outreach, Social Media Use and Political Advocacy in the Members’ Centre on the OCSTA website.

Committee Recommendation:
Approve and refer to Legislation & Finance Committee
(Political Advocacy Committee).
Moved by: Marlene Mogado

York Catholic District School Board

Seconded by: Ann Stong

Topic: Special Education

Whereas: a number of school boards have been adversely affected by the new special education funding allocation model that is so reliant on socioeconomic data.; and

Whereas: there is a fundamental flaw in the new funding allocation model that assumes that students with the highest needs come from the poorest, most disadvantaged communities; and

Whereas: many of the students that are identified with high needs and need EA support are from middle-class and well educated families; and

Whereas: boards which can demonstrate a funding need should be funded to support that need.

Therefore be it resolved that:

OCSTA lobby the Ministry to limit the special education funding reduction that a board can face in any one year and/or multiple years under the new funding model and further, to request that boards be funded for demonstrated special education needs above and beyond the funding allocation based on the new funding allocation model.

Committee Recommendation:
Approve and refer to Legislation & Finance Committee
(Political Advocacy Committee).
RECEIVE & REFER

RESOLUTIONS # 10-12
Moved by: Marlene Mogado
Seconded by: Ann Stong

Topic: Sick Leave/Short Term Leave & Disability Plan

Whereas: the cost of the Sick Leave/Short-Term Leave and Disability Plan provisions in the 2012 MoU and the 2014 MoS have so far been proven to be costly and have resulted in increased unfunded costs; and

Whereas: sick leave costs in Ontario school board sector are higher than other industries; and

Whereas: sick leave costs represent a material and real expenditure of a school boards’ annual operating budget; and

Whereas: the Education Funding model was based on the principle of funding the real costs of education and currently this is not the case; and

Whereas: there is a clear need for the Ministry of Education to:
- assist school boards with strategies and funding allocation to address attendance/absence management
- work to reduce and/or directly fund Sick Leave/Short-Term Leave and Disability Plan allotments.

Therefore be it resolved that:

OCSTA request that the Ministry of Education provide necessary supports to address the current and predicted costs associated with sick leave and short-term leave absenteeism.

Committee Recommendation:
Receive and refer to Labour Relations Committee.
Moved by: Sharon Hobin Dufferin-Peel Catholic District School Board

Seconded by: Luz del Rosario

Topic: Pupil Accommodation Review Guidelines – Timelines

Whereas: school boards are responsible for managing their capital assets in an effective manner; and

Whereas: school boards must respond to changing demographics and program needs while ensuring continued student achievement and well-being, and the financial viability/sustainability of the school board; and

Whereas: the purpose of the Pupil Accommodation Review Guideline (2015) is to provide a framework of minimum standards for school boards to undertake pupil accommodation reviews while at the same time being very prescriptive in regards to timelines; and

Whereas: all school boards in the province are distinct and face their own unique set of challenges.

Therefore be it resolved that:

OCSTA petition the Ministry of Education to amend the Pupil Accommodation Review Guidelines (March 2015) to allow more flexibility for school boards to tailor the timelines in their respective pupil accommodation review policies to better suit their individual needs.

Committee Recommendation:
Receive and refer to Legislation & Finance Committee (Political Advocacy Committee).
Moved by: Mike Favreau

Seconded by: Teresa Gallik

Topic: School Bus Transportation

Whereas: the Office of the Auditor General of Ontario – Annual Report 2015 has been released; and

Whereas: the report states that, “there are numerous areas where improvements are needed to enhance the quality and cost-effectiveness of government services”; and

Whereas: section 3.13 makes recommendations regarding Student Transportation; and

Whereas: the report contains 15 specific recommendations, consisting of 31 actions, to address the audit findings;

Therefore be it resolved that:


Committee Recommendation:
Receive and refer to Legislation & Finance Committee (Political Advocacy Committee).
TO BE CONSIDERED INDIVIDUALLY

RESOLUTION # 13
Moved by: Marlene Mogado

York Catholic District School Board

Seconded by: Ann Stong

Topic: Canadian Dollar Exchange Rates

Whereas: the Canadian dollar has severely weakened against the American dollar; and

Whereas: many of the goods and services purchased directly or indirectly (e.g. cost of buses) are negatively impacted by the weakening Canadian dollar.

Therefore be it resolved that:

That OCSTA lobby the Ministry of Education to adjust all benchmarks that are impacted by the weakening of the Canadian dollar.

Committee Recommendation:
Not approve.

Rationale:
A great deal of additional work would be required on the part of the Ministry to calculate this impact. Government would also have to determine whether these goods and services could/should be purchased in Canada. The Ministry would likely suggest buying in Ontario or purchasing Canadian goods and services.